

Full-Service Community Schools (FSCS) Program

FY2023 Grant Competition Stakeholder Resource



State Educational Agency (SEA) FSCS Program Overview



This document is a brief summary of the FSCS program regulations and application requirements. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) and the program regulations published in the Federal Register for additional information, as these are the official documents governing the competition.



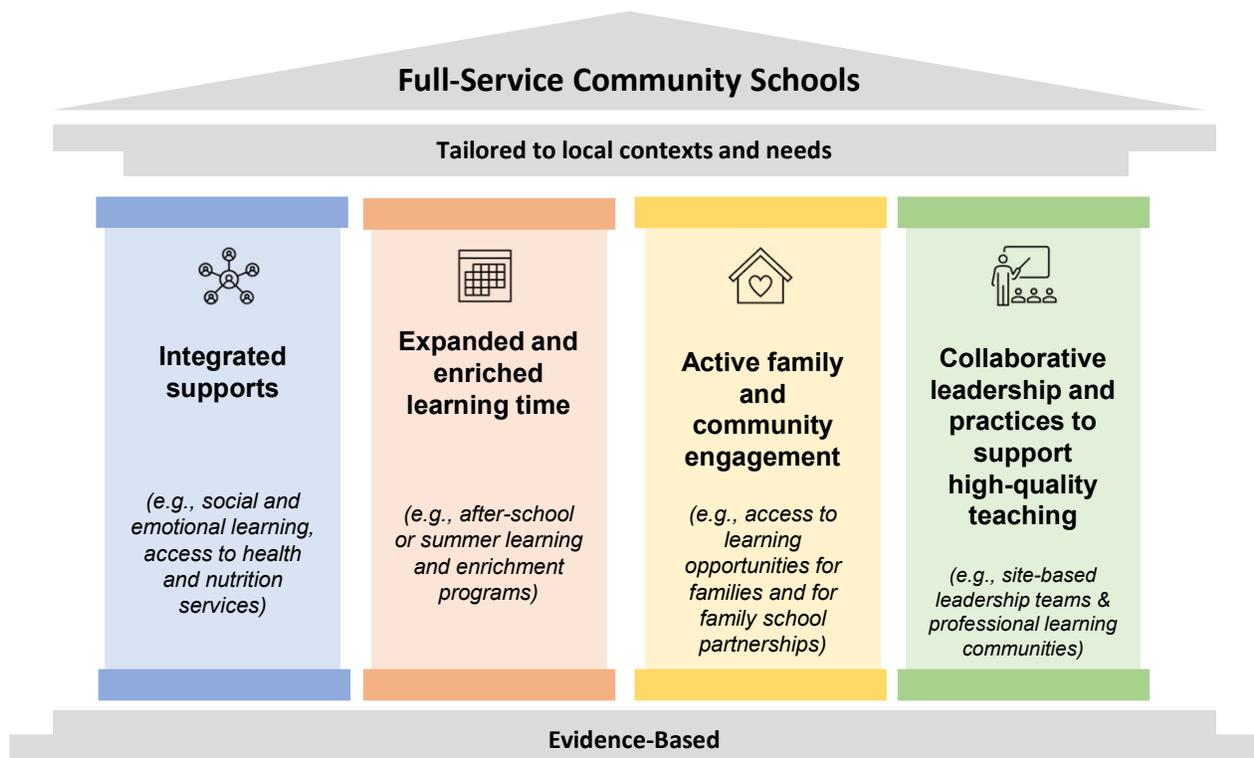
The Community Schools Approach



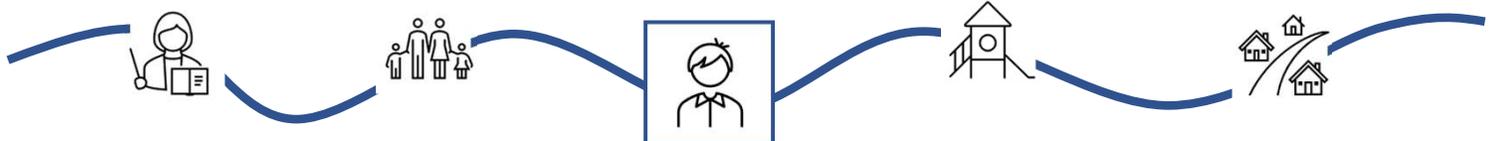
Under the Elementary and Secondary Education Act of 1965 (ESEA) a full-service community school is defined as a public elementary or secondary school that: (a) Participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community based organizations and public and private partnerships; and (b) Provides access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.



Research shows that there are certain design features (sometimes referred to as “pillars”) that are common across full-service community schools that improve teaching, learning, and student outcomes:



A school does not need to be a full-service community school to adopt the approaches that have led community schools to improve student outcomes. Broadly, a full-service community school is a partnership among school staff, families, children, youth, and the community to raise student achievement by ensuring that children are physically, emotionally, and socially supported to learn.





Benefits of Community Schools

i FSCS programs emphasize meeting the holistic needs of students. The benefits of this approach come from the interaction of the variety of **interventions that impact mental and physical health and the social, emotional, and academic development of each child**. Based on a comprehensive analysis of 143 studies, the Learning Policy Institute concluded that well-implemented community schools lead to **improvement in student and school outcomes** and contribute to meeting the educational needs of struggling students in schools with high poverty rates¹. In a 2020 RAND Corporation Study of New York City community schools², the approach had a positive impact for the whole child, including the below areas:



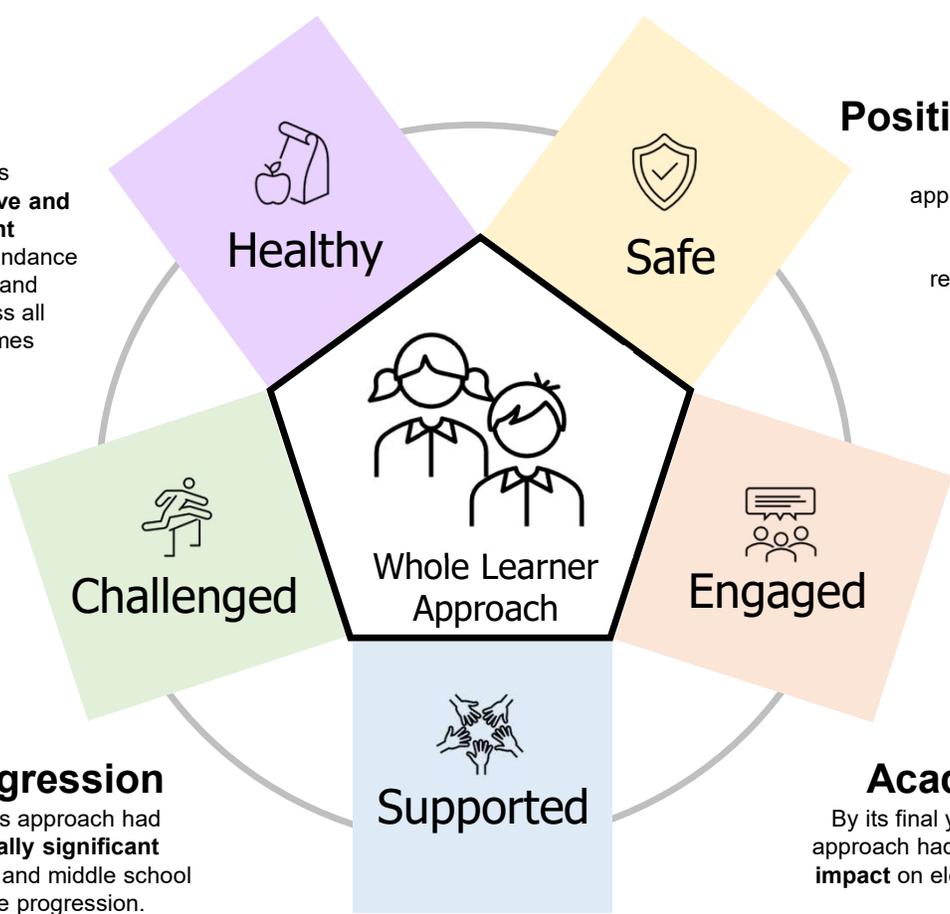
Attendance

The community schools approach had a **positive and statistically significant impact** on student attendance in elementary, middle, and high schools and across all three years that outcomes were measured.



Positive Environment

The community schools approach also **contributed to a more positive school environment**, significantly reducing disciplinary incidents for elementary and middle school students.



Student Progression

The community schools approach had **positive and statistically significant impact** on elementary and middle school students' on-time grade progression.



Academic Success

By its final year, the community schools approach had a **positive and significant impact** on elementary and middle school students' math test scores..

1 https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf
 2 [Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative | RAND](#)





FSCS Grant Program

The Full-Service Community Schools (FSCS) grant program provides support for the **planning, implementation, and operation** of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of **services for children and families**, particularly for children attending high-poverty schools.

Priorities for FY23

FSCS Competition Absolute Priorities

Eligible applicants must meet Absolute Priority 1 or Absolute Priority 2 and then must select another Absolute Priority from 3-5 that is most suitable for their community:

- Priority 1: Title IA Schoolwide Program
- or
- Priority 2: Title IA Schoolwide Program and Rural Districts

Choose one additional:

- Priority 3: Capacity Building & Development
- Priority 4: Multi-local Educational Agencies
- Priority 5: State Scaling

Absolute Priority 5: State Scaling

Absolute Priority 5 is likely the most relevant area for SEA partnership and inclusion, formalizing coordination between an eligible applicant and SEA to scale and sustain the community school program.

Funding Available

The Department estimates making approximately 45 total awards with \$73,800,000 in available funding. Under Absolute Priority 5, up to \$50,000,000 is available for the entire project period of 5 years.





SEA Examples



While SEAs aren't an eligible applicant for FSCS, SEAs are an important partner for eligible applicants applying to an FSCS grant. Both the SEA and school district play a critical role in supporting and sustaining the full-service community school approach.

SEAs

- Identify opportunities, and encourage eligible applicants to apply for FSCS funding
- When applicable, pair with other federal or state funding to enhance programming
- Working at the State level, serve to broker relationships and coordinate resources across systems and sectors



Eligible Applicants

- Apply for FSCS grant and be the primary lead on implementation and oversight
- Engage with Department of Education for Technical Assistance on application and/or grant implementation when applicable
- Partner with community stakeholders to maximize impact



Several states and districts have taken steps to support community school approaches, with several states already using federal relief funds to support and expand access to full-service community schools. A few examples are highlighted below. The Department also made three awards under Absolute Priority 5 in FY22 – you can view information about these projects on [the FSCS Program Site](#).



California

- California is providing \$45 million, including from its Elementary and Secondary School Emergency Relief (ESSER) funding, to start a competitive state grant program for school districts to support and expand existing community school initiatives.
- The state legislature passed a proposal providing the grant program with up to \$3 billion in onetime funding to develop new and expand existing community school initiatives.



Vermont

- Vermont is using \$3.4 million in ESSER funds to support community schools through community school coordinators, evidence-based programming, collaborative needs assessments, and more.
- Funds are targeted to schools where at least 40% of students qualify for free or reduced-price lunch



New Mexico

- New Mexico provides technical assistance and conducts annual evaluations of the 54 community schools in the state, each of which has a full-service community school coordinator.
- The SEA is supported by the New Mexico Community Schools State Coalition, an appointed body of educators, advocates, and researchers with community school expertise.

Source: <https://oese.ed.gov/files/2021/07/21-0138-ARP-Community-Schools-OMB-and-OS-Approved-071421-1.pdf>



Key Application Elements (For Awareness)



While SEAs are not eligible as lead applicants, it is important to note the application requirements for eligible applicants that you will partner with. The FSCS application for Absolute Priority 5 will be awarded based on applicants responding to four program requirements, two **optional** competitive preference priorities, and seven selection criteria, described below.

Program Requirements



Matching Funds

Each grantee shall provide matching funds from non-Federal sources, which may be provided in part with in-kind contributions



Use of Funds

Grantees may use up to 10% of total grant funds for planning purposes during the first year; grantees must also integrate at least 3 pipeline services in 2 or more public schools



Evaluation

Grantees must conduct an annual evaluation, make results publicly available, and use results to refine and improve activities



National Evaluation

Each grantee must participate in a national evaluation assessing the implementation of the FSCS program



Final MOU

Grantees must submit final MOU among all partner entities at the end of first year of the grant

Competitive Priorities



Supporting Students Social, Emotional, Academic Needs

(up to 5 points)



Cross Agency Coordination & Community Engagement

(up to 5 points)

Selection Criteria



Need: clearly and definitively demonstrate the need for an FSCS project to serve targeted population(s)

5 points



Project Design: reflect relevant evidence-based findings, include high-quality plan for implementing four pillars of community schools, use appropriate evaluation methods, and develop a logic model

25 points



Project Services: project design and operation reflects diversity of perspectives (e.g., students, youth, families, educators, school/community leadership, etc.)

15 points



Adequacy of Resources: plan has full-time coordinator at each school and describes how position will plan, integrate, coordinate and sustain services at each school

10 points



Management Plan: include broadly representative consortium that works with diverse stakeholders to achieve objectives on time and within budget, including clearly defined roles and responsibilities, timelines, and milestones

20 points



Project Evaluation: methods of evaluation that are thorough, feasible, appropriate and provide valid and reliable performance data to permit assessment of progress

15 points



Strategy to Scale: demonstrate commitment and strategy to scale full-service community schools at the statewide level

10 points





FAQs & Resources



Common Questions

Where can I get more Information?

The FSCS Program Competition Page!

The link is [here](#). The competition page includes a wealth of information and resources, including technical assistance and recordings of webinars.

Who is eligible to apply?

Section 4622(1)(B) of the ESEA establishes eligible applicants as a consortium of:

- 1 or more LEAs, or the Bureau of Indian Education; and
- 1 or more community-based organizations, nonprofit organizations, or other public or private entities

How can SEAs support this program even though they can't apply?

While SEAs are not eligible to apply, the following are a few activities that can show your interest in partnering with an eligible applicant:

- (1) Mention this grant opportunity at an LEA meeting or meeting with stakeholders that are eligible to apply
- (2) Schedule a brief webinar on the grant opportunity
- (3) Determine if there are U.S. Department of Education grantees that are located in your state and encourage their interest in applying for the state scaling grant



Resources & Contact



[Program Website](#)



[Notice Inviting Applications \(NIA\)](#)

Point of Contact:

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